DOCUMENT RESUME

ED 107 772 CE 003 847

AUTHOR Boeyink, Joann; Welch, William
TITLE SWAP: Study Work Advisor Program: Handbook for the Project Director, Sponsor, Employer, Parent or Guardian.
INSTITUTION White Bear Lake Independent School District 624, Minn.
PUB DATE [73]
NOTE 28p.; For related documents, see CE 003 833-46 and CE 003 848-9

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Career Education; Career Exploration; Cooperative Education; Cooperative Programs; Junior High Schools; Program Administration; Program Content; *Program Descriptions; Records (Forms); Resource Staff Role; *School Community Programs; School Community Relationship; Student Employment; Teacher Developed Materials; *Work Experience Programs
IDENTIFIERS Study Work Advisor Program; SWAP

ABSTRACT

The guide, part of an exemplary career education program, describes the Student Work Advisor Program (SWAP) which is designed to provide junior high school students with an exploratory work experience inside or outside the school setting. A two-page introduction explains the role of the program director, teachers, helping staff, volunteer sponsors from the community, employers, and parents in assisting students to explore the world of work. One-page presentations describe the responsibilities of the project director, the student helpers, the parents, the sponsors, and the employers. Suggestions for group guidance activities and procedures for selecting students are provided. Sample forms deal with: teacher's recommendation of student; individual student information, overall student performance, student evaluation, parent or guardian permission, cover letter for parent evaluation of SWAP program, parent evaluation, sponsor evaluation, employer evaluation of student helper, and employer's evaluation of SWAP. Five appendixes include: a student application for an interview with the program director, a job description for a student helper, a daily student log sheet for the library and main office work stations, and student helper duties. (JR)

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CAREER EDUCATION

S W A P
STUDY WORK ADVISOR PROGRAM
HANDBOOK
FOR THE
PROJECT DIRECTOR
SPONSOR
EMPLOYER
PARENT OR GUARDIAN

A CAREER DEVELOPMENTAL PROGRAM

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White Bear Lake
Public Schools

S W A P

STUDY WORK ADVISOR PROGRAM

HANDBOOK

FOR THE

Project Director
Sponsor
Employer
Parent or Guardian

by

Joann Boeyink

William Welch

CAREER DEVELOPMENT

Grades 7 - 9

An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Ron Johnstone, Director Vocational Education

1972 - 73

STUDY - WORK - ADVISOR PROGRAM

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SWAP is an exemplary career education project at Central Junior High School in White Bear Lake, Minnesota, designed to provide junior high school students with an exploratory work experience inside or outside the school setting. A project director, teachers, helping staff, volunteer sponsors from the community, employers and parents corroborate with students in a SWAP-ing effort.

The program is aimed at any junior high school student who is interested in exploring the world of work. Ideally, the helping job chosen by the student should be related to an occupational interest, but whether it is related or not, is secondary to the benefits to be derived from involvement in the project.

The students serve as helpers within or outside the school setting. Each student has a volunteer sponsor drawn from school personnel or members of the community. Involvement in the program can be on a long or short term basis. The limit to the number of students that can become participants is contingent upon the number of available sponsors and helping positions. Student placement can be determined by needs within the school or community. How much school time can be used to participate in the program is based upon the individual student. It is recommended that each student help not more than an hour per day and not less than one hour per week.

Participation in SWAP gives students the opportunity to acquire good habits and attitudes toward work in a career oriented experience, to develop personally from the adult-sponsor relationships, and to develop sensitivity toward others in the setting of the world of work. This experience can also serve as a catalyst to greater participation in present academic undertakings and extend into later life/work situations.

SWAP can also be preventive in nature. Some youths demonstrate consistently an inability to get along in school as evidenced by their low academic level of performance, unacceptable behavior patterns, and poor attendance. The helping experience could enable a student to better accept school life. Some reward, monetary or otherwise is highly recommended.

The specific objectives of this program are summarized below:

To provide an awareness of self achievements as they relate to learning tasks, of self interest in roles played by individuals and complementary roles, of how group members influence his behavior and identification of personal values and of relationships between health and physical development.

To provide an awareness of self interests and aptitiudes, of sensitivity to others, of ability to focus interests from immediate to long range, of the comparative nature of social roles and the beginning

internalization of interest in particular roles.

To provide an awareness that a job well done is rewarded by self satisfaction and recognition from others and of types of recognition workers receive for performing occupational tasks.

To explore the importance of a job to self and others, towards recognition that fulfillment of responsibility for a job yields rewards, of tolerance for differences of others.

To explore the relationships between self and others resulting from job performance, involving others relying on him/her to complete accepted assignment, of the different values others hold and of individual differences providing opportunitites for personal growth.

To provide an awareness of relationships, achievement and interest to a wide variety of work settings; that work situations may require skills not possessed; of advantages of task selection and employability associated skill attitude of habit.

To provide an exploration of work interest and adjustment ability, of task preference related to directing and directed roles and by response to survey instruments and job openings appropriate to his ability level.

To explore work preference by application, interview simulations, or independent and group activity; and of social and communicative skills related to employability.

To provide an awareness of the importance of education and the relationship between in and out of school learning, of how school experiences become preparation for careers and of the correlation between school learned skills to those used by workers.

RESPONSIBILITIES OF THE PROJECT DIRECTOR

The Project Director is responsible for the entire operation of the program. He/she recruits students, sponsors, jobs, assembles and records final evaluations. The specific duties are:

1. Conduct a formal interview which is deemed important as the initial step in applying for a job.
   a. Instruct the students in proper interviewing techniques.
   b. Provide this experience for the student.

2. Initiate and plan an In-Service for the sponsors and employers concerning the philosophy of SWAP and implications in the overall educational program.

3. Notify each teacher of the potential student helper to determine his/her academic level of performance, classroom behavior, attendance and recommendations. Due to the fact that some students participating in the programs are specifically chosen for preventive reasons, a good overall recommendation may not be needed to determine helper placement. Ongoing improvement in overall school performance should be a basis, however, for continuance in the program.

4. Have an interview with each parent or guardian to explain the program.

5. Provide appropriate forms for students, sponsors, parents and employer. (Refer to index)

6. Get work permits/passes when needed.

7. Be available to sponsors, employers, parents, and students for consultaion.

8. Maintain records and assemble recommendation on academic level of performance on each student helper as to classroom behavior, attendance, and recommendation for the Student Helper Program.

9. Have a minimum of four group meetings with student helpers to explore their logs, ongoing reports from sponsors and look at the strengths and weaknesses of the program that are prevalent on an individual and group basis.

10. Present an evaluation report of this project to administration at the end of the first and second semester.

11. Have parents, sponsors, and students complete a written evaluation at the end of each semester and forward a summary to them.

SELECTING STUDENTS

Student selection for the program varies according to student, school/community needs and sponsor availability. There are always youth who, because of their skills and ideals, search for ways to extend themselves beyond the "walls of the classroom," who will volunteer for a helping station. An expressed desire to a counselor/supervisor to become a student helper, coupled with a satisfactory school performance is the set standard for some students. Other students who demonstrate consistently an inability to get along in school may be recommended for the program. A more succinct description of this type of student participant is mentioned on page 1. The principal, assistant principal, dean of students, counselor and faculty members or helping staff working directly with the individual student will decide, after the initial interview and work-up on the student, whether or not he/she will become involved in SWAP.

.....

SUGGESTED AREAS FOR STUDENT HELPERS

SCHOOL:

1. Office
2. Audio Visual
3. Janitor
4. Teacher
5. Tutoring
6. Food Service

COMMUNITY:

1. Youth Resource Bureau
2. Neighborhood Elderly or Home for the Aged
3. Business Places

GROUP GUIDANCE ACTIVITIES

Readying youth to participate in the student helper program requires preparation and follow up on a regular basis. An orientation meeting, followed by one additional group meeting each month (four per semester) are a vital part of the program.

SUGGESTED OUTLINE:

SEMESTER I

Meeting I: Orientation to SWAP.

Meeting II: Individual reporting on strengths and weaknesses to date which will be drawn from the student's "Week at a Peek" Sheet.

Meeting III: Same as II

Meeting IV: How the project experience may relate to each individual's career choice.

SEMESTER II

Meeting I:

Meeting II:

Meeting III:

Meeting IV:

(Left to the discretion of Project Director)

TEACHER'S RECOMMENDATION OF STUDENT
FOR SWAP (STUDY - WORK - ADVISOR PROGRAM)

_____
Teacher's Name

_____
Subject

_____ has expressed a desire or been chosen
Name of Student to participate in the SWAP program as
a student helper to

_____

_____
Describe helping position

Please evaluate this student according to:

I. Academic Level of Performance

II. General Classroom Behavior

III. Attendance

IV. Additional Comments

If you wanted a student helper, would you choose him/her? _____ _____
Yes No

Thank you for your cooperation. Please return to the Counseling Office by

_____.

_____
Name of Project Director

Your comments will be shared with the student.

INDIVIDUAL STUDENT INFORMATION SHEET

NAME _____

AGE _____

GRADE _____

SEX _____

Date of Initial Interview _____

Date Began as Student Helper _____

Location of Helping Position _____

Student Helper Description of the Work Station: _____

_____

Comments on Parental or Guardian Interview: _____

_____

_____

_____

Date of Initial Interview with Parents or Guardian: _____

Subsequent Interviews:

_____

_____

_____

_____

_____

Signature of Project Director _____

Signature of Sponsor _____

Signature of Student _____

"A WEEK AT A PEEK" SHEET ON OVERALL STUDENT HELPER PERFORMANCE

DATE	DAY	ARRIVED	LEFT	DUTIES PERFORMED
	1			
	2			
	3			
	4			
	5			
	6			

1. Incidents that came up which would be good to share with the small group and ask how they might have handled it or would handle it in the future.

2. Were you able to make decisions on your own? Name at least two. If you made a poor decision and a good one, describe each.

3. What was the highlight of your week?

STUDENT EVALUATION

Your comments will help us take a good look at the program, determine what is good and not so good, and see if it should be continued in the future. Please circle the answer or answers that best convey your attitude toward the program and provide a written comment if you circle the letter with "other" following it or after any other one.

1. Was the job important to you because:
   a. it meant getting a chance to work as a student helper on school time.
   b. of your sponsor.
   c. other

2. Was your job the type of work related to what you might wish to do some day?
   a. Yes
   b. No

3. In what ways did your employer make you feel useful?

---

4. Has taking on this job changed you in any way in relationship to your:
   a. friends.
   b. teachers.
   c. family.
   d. sponsor.
   e. project director.
   f. other

5. Has your work experience helped you develop more of a sense of responsibility:
   a. on the job?
   b. in school?
   c. at home?
   d. about the world of work?
   e. other

6. What is your relationship with your sponsor?
   a. turn in weekly log with little or no conversation
   b. turn in weekly log with informal chats
   c. talk with them more than once a week
   d. other

7. What is your relationship with your project director?
   a. have seen him/her at least 4 times during the course of the semester about my job
   b. have seen him/her only a few times and conversed very little about my work
   c. other

STUDENT EVALUATION
(Cont'd)

8. If you were going to run a similar program:
   a. what should be kept
   b. what should be changed

9. Is this a worthwhile program to continue?
   a. yes
   b. no

10. Were the weekly meetings worthwhile?

    a. yes_____ why?_____
    b. no_____ why?_____

RESPONSIBILITIES OF PARENTS

1. Have at least one joint interview with the project director and sponsor to learn about the program's objectives.

2. Sign an agreement which states that you accept the responsibility for your son or daughter while participating in this program.

3. Encourage your child to maintain a satisfactory level of academic performance and carry out his/her duties and responsibilities as a student helper.

4. Contact the student's sponsor or project director if you desire a report on your child's work progress other than at the end of the year.

5. Complete an evaluation form of the program at the end of the year.

PARENTAL OR GUARDIAN PERMISSION FORM

_____ has my permission to participate in the Study - Work - Advisor Program (SWAP) at _____.
(Location of Helping Position)

I accept responsibility for my son/daughter in the SWAP program when he/she is enroute and at the helping station.

_____
Parent or Guardian Signature

.....

Should you have any further questions about your child's involvement in or outside the school, please feel free to call your son's/daughter's sponsor or Project Director, telephone _____.

_____
Signature of Project Director

_____
Signature of Sponsor

_____
Signature of Employer

_____
Date

COVER LETTER FOR PARENT EVALUATION OF SWAP PROGRAM

Dear _____

Your son or daughter has participated in SWAP to afford the student the opportunity to better understand himself and those around him by helping others, acquire good work habits and attitudes toward a work situation, and provide a unique one to one relationship with an adult sponsor on a weekly basis.

In trying to determine whether or not a program of this nature is worthwhile to continue in the future, I would appreciate your reacting to the enclosed questions and returning the form to me at your earliest convenience. The sponsors, person your son/daughter helped, and teachers are also responding to a similar evaluation. You will be informed of the end results.

Thank you for your cooperation.

_____
Name of Project Director

_____
Date

PARENT EVALUATION

1. Did your child talk at home about

   a. job satisfaction.
   b. whether or not the work was important.
   c. whether or not the work was useful.
   d. other

2. Would you have liked more project director input on the philosophy of the program? Please comment.

   a. Yes
   b. No

3. Would you have liked a progress report or telephone call on a periodic basis that made you aware of the kinds of feedback received from the employer and sponsor about your son/daughter?_____

   _____

   Do you think the progress was adequately reported to you?_____

   _____

   Do you have suggestions for the improvement of the program?_____

   _____

4. Do you feel that your child, because of the work experience, developed more of a sense of responsibilty?

   a. on the job
   b. at home
   c. about the world of work
   d. in school
   e. other

5. Has the work experience for your child brought any added conversation into your home?_____

6. Do you feel this is a worthwhile program to continue?

   a. Yes
   b. No

ANY FURTHER COMMENTS OR SUGGESTIONS:

RESPONSIBILITIES OF THE SPONSOR

1. Attend a one hour in-service prior to sponsoring a student and a one hour social during each semester.

2. Have an interview with the student on a weekly basis to go over the student's daily log and attendance records.

3. Talk with the project director and employer a minimum of every two weeks to report on the student's progress or any discrepancies that may have arisen.

4. Follow up every four weeks on his/her academic level of performance, behavior, and class attendance (or more often if necessary). Record strengths and weaknesses and forward to the project director to place in the student's folder and use for follow up purposes.

5. Meet with the parent or guardians at least once during the course of each semester.

6. See that the student maintains his/her log on a daily/weekly/semester basis.

7. Record in your folder what happened at each weekly interview.

8. Complete the student work advisor program evaluation at the end of the year.

*9. Pay the student a token of $1.50 on a weekly basis.

* If the student receives money for his/her work as a preventive involvement in the program.

SPONSOR EVALUATION

Your comments enable us to take stock of the existing program, determine whether or not our goals are being accomplished, and make better decisions for future planning. Please circle the answer or answers that best convey your attitude toward the program and provide a written comment if you circle the letter with "other" following it or after any other one.

1. Would you care to sponsor another student next year?
   a. as it was this year
   b. under different circumstances
   c. other

2. Did the student you sponsored give any verbal feedback on:
   a. the type of work involved in
   b. whether or not the job was useful and important
   c. other

3. Would you have liked more project director input:
   a. about the philosophy of the program
   b. in terms of more frequent contact with you
   c. other

4. Was the student's log a worthwhile tool in helping to achieve the goals of the SWAP program?
   a. yes
   b. no
   c. other

5. Do you feel that the student involved in this program had the opportunity to develop more of a sense of responsibility:
   a. on the job
   b. in school
   c. at home
   d. about the world of work
   e. other

6. What is your relationship with the student you sponsored?
   a. reading his/her log with little or no verbal communication
   b. talking informally when meeting on a weekly basis
   c. outside of formal meeting

7. Do you feel this is a worthwhile program to continue?
   a. yes
   b. no
   c. other

ANY FURTHER COMMENTS ABOUT THE PROGRAM:

COMMENTS OR SUGGESTIONS ABOUT THE STUDENT:
   1. Strengths -
   2. Further comments that may be helpful to his/her growth.

(Use other side)

DUTIES OF EMPLOYER

1. Provide a job description with the help of the project director of what the student helper is expected to accomplish on a daily or weekly basis depending on the type of work experience.

2. Teach the operations necessary to perform the duties listed in the job description.

3. Make the project director aware of the types of tasks the student helper will be involved in in order that students may be placed according to occupational interests when possible.

4. Attempt to create a climate where students sense an openness to question and clarify instructions in order to avoid errors.

5. Prepare an evaluation on the student as often as appears needed. Complete one formal evaluation at the end of each semester on the student and SWAP program.

6. Closely supervise the student when the job warrants such.

7. Make accurate records of pupil's attendance and notify sponsors on a daily basis when the student is not in attendance or some difficulty arises.

8. Be a friend to the student.

EMPLOYER'S EVALUATION OF STUDENT HELPER
STUDENT - WORK - ADVISOR PROGRAM

Name of Student _____

Name of Employer _____

Project Director _____

Sponsor _____

Job Description _____

_____

Your evaluation enables us to provide better preparation of students. Please write a descriptive statement about the student's overall:

Skills utilized _____

Ability to work with others _____

Ability to follow directions _____

Progress on the job _____

General comments _____

_____

_____

List any suggestions or recommendations that might be helpful in working with _____ at group meetings: (if evaluation is done on a more frequent basis)

1. _____

2. _____

3. _____

EMPLOYER'S EVALUATION OF STUDENT - WORK - ADVISOR PROGRAM

Your comments enable us to take stock of the existing program, determine whether or not our goals are being accomplished, and make better decisions for future planning. Please circle the answer or answers that best convey your attitude toward the program and provide a written comment if you circle the letter with "other" following it or after any other one.

1. Would you be interested in having another student helper work with you next year
   a. as it was this year?
   b. under different circumstances?
   c. no
   d. other

2. Did the student give you verbal feedback on
   a. job satisfaction?
   b. whether he felt the work was useful?
   c. whether he felt the work was important?
   d. other

3. Would you have liked more project director input
   a. about the philosophy of the program?
   b. in terms of more frequent contact with you?
   c. other

4. Was the student's log a worthwhile tool in helping to achieve the goals of the SWAP program?
   a. yes
   b. no
   c. other

5. Do you feel that the student, because of working with you, developed more of a sense of responsibility
   a. on the job?
   b. in school?
   c. at home?
   d. about the world of work?
   e. other

6. What thoughts do you have about the student having a sponsor outside of or in the school setting that rewards him/her?

7. What is your relationship with the student?
   a. giving directions about the work to be done
   b. personal interaction on a more frequent basis
   c. other

8. Do you feel this is a worthwhile program to continue in the future?

9. ANY FURTHER COMMENTS ABOUT THE PROGRAM:

STUDENT APPLICATION FOR INTERVIEW

SWAP (Study - Work - Advisor Program)

Name_____ Phone_____

Parent or Guardian_____

Home Address_____

Previous Adress_____

Birthdate_____ Height_____ Weight_____ Sex_____

How many times have you been absent this year?_____ Reasons_____

Have you attended other schools?_____ If yes, the name and location

of schools._____ Years attended_____

How is your general health?_____

Have you worked for someone before?_____ Where?_____

Why do you want to be in the Study - Work - Advisor Program?_____

_____

_____

_____

For reference, give the names of two people and their occupations.

Name	Occupation	Phone Number

I understand that this application is for an interview only and that; if I am selected to be in the Study - Work - Advisor Program, I will accept the responsibilities required of me by the school and my employer:

_____
Signature of Applicant

_____
Signature of Interviewer

JOB DESCRIPTION FOR STUDENT HELPER

LOCATION: Central Library

HOURS: Flexible, but suggest not more that one mod at a time unless there is a break provided.

TYPE OF WORK: Shelf reading

DESCRIPTION: Worker's job is to assist in keeping shelves in the library in order and in checking the book cards in each book on the shelves to insure that the correct card is in the pocket of each book. Procedure: Starting at a point designated by the librarians, take each book from the shelf and check the book card number against the number printed on the pocket. If the numbers are not the same, give the book to the circulation clerk. After all books on one shelf have been checked, go back to the left hand side of the shelf and check to see that the books are in order according to number and/or letters written on the spine.

SKILLS NEEDED: Knowledge of alphabetizing and ordering of decimals from smallest to largest.

"A WEEK AT A PEEK" SHEET ON OVERALL STUDENT HELPER PERFORMANCE

WORK STATION: LIBRARY

Date	Day	Arrived	Left	Duties Performed
April 12	2	11th mod	end of 11th	Check books
April 13	3	12th mod	end of 12th	Stamp cards
April 16	4	13th mod	end of 13th	Stamp cards and shelved
April 17	5	6th mod	end of 6th	Check books
April 18	6	11th mod	end of 11th	Stamp cards
April 24	1	13th mod	end of 13th	Shelved books
April 25	2	6th mod	end of 6th	Shelved books
April 26	3	11th mod	end of 11th	Check books
April 27	4	11th mod	end of 11th	Took clips and cards out of books
April 30	5	12th mod	end of 12th	Made room for books on shelves

"A WEEK AT A PEEK" SHEET ON OVERALL STUDENT HELPER PERFORMANCE

WORK STATION: MAIN OFFICE

DATE	DAY	ARRIVED	LEFT	DUTIES PERFORMED
Jan. 15	1	12:14	12:40	Errands
Jan. 16	2	11:40	12:40	Errands
Jan. 17	3	8:59	9:30	Put attendance cards away
Jan. 18	4	9:34	10:40	Put cards away and ran errands
Jan. 19	5	1:55	3:02	Errands
Jan. 22	6	12:14	12:40	Errands, Got Mail
Jan. 23	1	12:14	12:40	Errands, Got Mail
Jan. 24	2	11:44	12:40	Errands, Got Mail
Jan. 25	3	8:48	9:22	Errands, Got Mail
Jan. 26	4	9:34	10:40	Ran off announcements

GIRLS' ATHLETIC ASSOCIATION
STUDENT HELPER'S DUTIES

1. Report to locker room at 3:02 and sign in all the girls names on a list as they come and indicate whether they ride a bus or walk.

2. When everyone is dressed, bring the group to the gym together... quietly! No running in halls. Make sure everyone has shoes on.

3. Play, if a substitute is needed.

4. Take care of the equipment (balls, etc.) and return it to proper place after G.A.A.

5. Hand out towels and pick up anything lying on the floor after G.A.A.

6. Give bus tickets out.

7. Keep time, and records for events. (keeping scores on the games and writing them down)

8. Lead any warm-up when needed.

9. Every Tuesday or Wednesday morning bring notice to office for announcements to remind girls of G.A.A. after school.

10. Hand out suits or socks to the girls if needed.